Some Examples of Project-based Learning

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Assignments and Assessments

1. Creating a communication book that includes main (Cord) board and boards that you can use during camp and help parents with transition needs, bedtime routine, and a “to be built” schedule for parents to respond to unexpected day activities (30%).

2. Participation (15%) : Given that this class requires your active participation and contribution, you will receive a grade for your participation in the following:
   a. Active teaming and problem solving both with other scholars and the parents (5%)
   b. Evidence of Team productivity (Team Report opportunities)(5%)
   c. Class and camp attendance and participation (attendance records) (5%)

3. Accessibility Study (25%)
   a. Understand the laws for accessibility.
   c. Accessible community: https://www.nycgovparks.org/accessibility/accessible-facilities
   d. Forming a team of 5 or 6-member team.
   e. Visit Esperanza community Park (1900 Gregory Avenue, Brownsville, TX)
   f. Identify one equipment in the park.
      a. Describe the equipment
      b. Evaluate the accessibility feature of the equipment through measurement and testing. (How would a child using wheelchair experience the equipment?)
      c. Take pictures of the equipment
      d. Identify areas of the equipment that may not be accessible; identify areas which can be considered strengths as a play equipment for children with disabilities.
      e. Compile a mini report (one to two pages) regarding the strength and the weakness of the equipment.
         i. Is the equipment accessible?
         ii. What are some areas to consider for modification?
      f. Participate in the oral presentation with visuals to community park director.

4. Parent Resources Website Development (30%). This is an individual or paired activity. Each of you will be responsible for developing a webpage based on what you find out about parents’ 4-C needs. You and your team of soon-to-be experts will locate web resources that are reliable and useful to parents of children with special needs. For example, http://understood.org
   I polled some parents of children with Autism in May. Here is what they said:
   transition, social skills, and behavioral challenges (screaming), language development and literacy skills, IEP participation, calming a screaming child, and
how to talk to teachers when there is a problem. These are excellent topics and you may find out more that needs to be included.

Check out the above assignments and identify the following features of project-based learning

• incorporating student voice and student choice

Response:

• including a structure for feedback and reflection

Response:

• students gain and apply skills by working on a real-world, long-term field experience project

Response:

• students complete an in-depth inquiry into a specific topic or question on a significant content.

Response: